

ELIZABETH FOLEY

CONTACT



(781)-980-2099



elizabeth.foley1@maine.edu



<https://www.linkedin.com/in/elizabeth-foley-10542a125>

EDUCATION

**The University of Maine at Farmington
Farmington, Maine**

SEPTEMBER 2014 - MAY 2018

- B.S. in Secondary Education with a double major in English
- Minor in Psychology
- 3.8/4.0 Cumulative GPA
- Dean's List Recipient

**Quincy High School
Quincy, Massachusetts**

SEPTEMBER 2010 - MAY 2014

High School diploma

PRESENTATIONS

**Symposium Day 2017 at The University of
Maine at Farmington**

- I presented about the many purposes of narrative in Victorian England.

**Association of Computer Technology
Educators of Maine (ACTEM)**

Augusta, Maine

- I presented about an iBook that I created. The iBook explored the many applications of Mindly software in educational settings.

ACTIVITIES & SOCIETIES

- Women's Rugby
- Teen Voices Youth Mentoring Program
- The Alliance
- Alpha Lambda Delta

TEACHING EXPERIENCE

Practicum Student Teaching Experience

Supervised by Dan Ryder at Mt. Blue High School in Farmington, Maine

OCTOBER - DECEMBER 2015

- Created, revised, and taught lesson plans to students in grades 9-12
- Utilized project-based learning and innovative design-thinking techniques with students
- Worked with students who were struggling academically in one-on-one settings

Substitute Teaching

RSU 9 School District
Farmington, Maine

OCTOBER 2015 - MAY 2016

- Provided supervision and supplementary instruction to middle and high school students

Training Lifeguards and Front Desk Staff

Dedham Health and Athletic Complex
Dedham, Massachusetts

OCTOBER 2015 - MAY 2016

- Supervised 25 lifeguards and 10 front desk staff
- Trained and licensed all lifeguards using Ellis and Associates life saving skills
- Lead weekly in-service training sessions throughout the summer
- Taught front desk staff members all necessary procedures

Teaching the Public About Environmental Conservation

Thompson Island Outward Bound Education Center
Boston, Massachusetts

JUNE 2011 - AUGUST 2012

- Taught the general public about the role of soft shell clams in the ecosystem of the Boston Harbor.
- Was interviewed by WGBH Boston about my experiences. You can listen to that interview here: <http://news.wgbh.org/post/seeding-new-clams-and-new-hope-boston-harbor>

OTHER EXPERIENCE WORKING WITH KIDS

Franklin County Children's Task Force

Farmington, Maine

Enrichment Facilitator

SEPTEMBER - DECEMBER 2016

- Designed and facilitated activities (crafts, visual and performing arts activities, STEM activities, and physical activities) for children in grades K-5 during a free after school program
- Provided homework help and tutoring for students in grades 1-5 both in one-on-one settings and in small groups
- Helped teach students how to cope with negative emotions through targeted intervention strategies

Area Youth Sports

Jay, Maine

Soccer Coach

SEPTEMBER-NOVEMBER 2016

- I coached soccer for first and second graders.
- I created and taught new drills to improve the players' skills for each practice.

The Ultimate Day Camp

Dedham, Massachusetts

Summer Camp Counselor

JUNE 2014 - AUGUST 2015

- I facilitated games, crafts, science experiments, sports, and other fun activities for children between the ages 5 and 7.
- I taught swimming lessons.
- I obtained lifeguarding, first aid, and CPR certifications.

The Outreach Program for Soccer (TOPS)

Quincy, Massachusetts

Soccer Coach

SEPTEMBER 2012 -OCTOBER 2013

- I coached soccer for children between the ages of 4 and 16 who had mental, educational, or physical disabilities.

Quincy Youth Soccer

Quincy, Masssachusetts

Soccer Coach

SEPTEMBER - OCTOBER 2011

- I coached a soccer team comprised of kindergarten students.

South Shore YMCA Summer Day Camps

Quincy, Masssachusetts

Leader in Training

JUNE - AUGUST 2010

- I provided supervision and facilitate crafts, sports, and other fun activities for children between the ages of 3 and 11.
- I taught swimming lessons.

Dear Mr. Howell,

I am writing to apply for the anticipated high school English teacher position at Windham High School, as advertised on SchoolSpring.com. I will be receiving my B.S. in Secondary Education with a Concentration in English, as well as a B.A. in English and a minor in Psychology upon my graduation from the University of Maine at Farmington in May of 2018. After 16 weeks of student teaching in the spring of 2018, I will have obtained a Maine Teacher Certification for grades 7-12. This includes having passed both the Praxis I and Praxis II exams.

As evidenced in my enclosed resume, I have a great deal of experience working with children and displaying my leadership abilities. During my time at the University of Maine at Farmington thus far, I have been given the opportunity to spend time at Mount Blue Middle School through tutoring and substitute teaching. What's more, my practicum experience involved teaching English to students in grades 9-12 at Mount Blue High School, and I have substitute taught there as well. I am looking forward to applying all that I've learned during my student teaching experience.

My teaching philosophy is that it is my duty to prepare students to succeed in an ever-changing world. As a teacher, I want to give my students the support, knowledge, and skills that they need. I want my students to be compassionate, well-rounded, critical thinkers, who know what they value and are determined to accomplish the goals they have set for themselves. I plan to achieve this by utilizing a variety of teaching strategies, creating a curriculum rooted in discussions and projects, and truly getting to know the individualized strengths and needs of each of my students.

Athletics have been a huge part of my life since I was only five years old. I have experience coaching youth soccer, and I would love to have the opportunity to coach at the high school level. I was a captain of both my high school soccer and softball teams, and I would love to coach softball as well.

I look forward to discussing my skills and qualifications with you in greater depth in an interview. I have enclosed my resume, three letters of recommendation, and a copy of my transcript. If you have any questions for me, please do not hesitate to email me at elizabeth.foley1@maine.edu or call me at (781)-980-2099. Thank you for considering my interest in serving the Windham High School community.

Sincerely,

Elizabeth Foley

BACKGROUND INFORMATION

Test Taker's Name: FOLEY, ELIZABETH E

Candidate ID Number: 10605856

Social Security Number: 9190
(Last 4 Digits)

Sex: F

Date of Birth: 11/30/1996

EDUCATIONAL INFORMATION

College Where Relevant Training Was Received: UNIVERSITY OF MAINE FARMINGTON

Undergraduate Major: ENGLISH

Graduate Major: (I)

Educational Level: (I)

GPA: 3.5 - 4.0

SCORE RECIPIENT(S) REQUESTED

Code #	Recipient Name	Code #	Recipient Name
R3506	UNIVERSITY OF MAINE FARMINGTON		

CURRENT TEST DATE: 06/21/2014

[illegible]

HIGHEST SCORE AS OF:	06/27/2014
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[illegible]

ETS will retain your score for ten years for reporting purposes.

** For more details on Average Performance Range refer to footnote on last page of this score report.

Message Codes: I = INFORMATION NOT PROVIDED OR INCORRECTLY GRIDDED.

Y = SCORE REPORTED TO RECIPIENT LISTED.

TEST TAKER: FOLEY, ELIZABETH E

PASSED/NOT PASSED INFORMATION BASED ON HIGHEST SCORES EARNED AS OF: 06/27/2014

Passed/ Not passed status provided in this report is based on the passing score in effect on the test date or on the date reported (as indicated next to each score recipient's name). Agencies reserve the right to accept the reporting of scores but not necessarily the passed/not passed status.

UNIVERSITY OF MAINE FARMINGTON			3506	Your Highest Score	Required Minimum Score	Minimum Score Met/ Not Met	Required Passing Score	Passed/ Not Passed Status
Test Date	Test Code	Test Name						
06/21/2014	5710	C-PPST: READING		184				
06/21/2014	5720	C-PPST: WRITING		184				
06/21/2014	5730	C-PPST: MATHEMATICS		181				

For more information on interpreting your scores, please refer to "Understanding Your Praxis Scores" available at www.ets.org/praxis. Further information on state requirements is also available online. Passed/Not Passed information not provided if more than one qualifying score is used for a test, or qualifying score is not available.

*THIS INFORMATION IS PROVIDED TO THE TEST TAKER ONLY.

+ PASSED/NOT PASSED INFORMATION NOT PROVIDED BECAUSE TEST(S) TAKEN IS/ARE NOT USED BY THIS AGENCY.

DETAILED INFORMATION FOR: 06/21/2014 TEST DATE

TEST CATEGORY*	Raw Points Earned	Raw Points Available	Average Performance Range **
COMPUTERIZED PRE-PROFESSIONAL SKILLS TEST: READING I. LITERAL COMPREHENSION II. CRITICAL AND INFERENTIAL COMPREHENSION	18 19	19 21	12- 17 11- 17
COMPUTERIZED PRE-PROFESSIONAL SKILLS TEST: WRITING I. GRAMMATICAL RELATIONSHIPS II. STRUCTURAL RELATIONSHIPS III. WORD CHOICE AND MECHANICS IV. ESSAY	12 10 8 11	13 14 11 12	6- 10 6- 9 5- 8 6- 8
COMPUTERIZED PRE-PROFESSIONAL SKILLS TEST: MATHEMATICS I. NUMBER AND OPERATIONS II. ALGEBRA III. GEOMETRY AND MEASUREMENT IV. DATA ANALYSIS AND PROBABILITY	9 8 6 8	13 8 9 10	6- 11 5- 7 4- 7 7- 9

* Category-level information indicates the number of test questions answered correctly for relatively small subsets of the questions. Because they are based on small numbers of questions, category scores are less reliable than the official scaled scores, which are based on the full set of questions. Furthermore, the questions in a category may vary in difficulty from one test form to another. Therefore, the category scores of individuals who have taken different forms of the test are not necessarily comparable. For these reasons, category scores should not be considered a precise reflection of a candidate's level of knowledge in that category and ETS recommends that category information not be used to inform any decisions affecting candidates without careful consideration of such inherent lack of precision.

** The range of scores earned by the middle 50% of a group of test takers who took this form of the test at the most recent national administration or other comparable time period. N/C means that this range was not computed because fewer than 30 test takers took this form of the test or because there were fewer than 8 questions in the category or, for a constructed-response module, fewer than 8 points to be awarded by the raters. N/A indicates that this test section was not taken and, therefore, the information is not applicable.

Unofficial Transcript

Page 1 of 2

University of Maine at Farmington

Print Date: 04/19/2017

Name : Elizabeth Foley

Student ID: 0885653

Birthdate : 1996-11-30

----- Test Credits -----

Advanced Placement Test (Test Date: 2013-06-01 Score: 3.00)

HTY 103S U.S. History 4.00 T

Advanced Placement Test (Test Date: 2014-06-01 Score: 3.00)

ENG 100 English Literature/Composition 4.00 T

Advanced Placement Test (Test Date: 2014-06-01 Score: 3.00)

ENV 110N Environmental Science AP 4.00 T

Advanced Placement Test (Test Date: 2014-06-01 Score: 4.00)

PSY 101S Psychology 4.00 T

Total Test Credits: 16.00

Foreign Language Placement (Test Date: Score: 0.00)

SPA 101H Spanish 4.00 T

Foreign Language Placement (Test Date: Score: 0.00)

SPA 102H Spanish 4.00 T

Total Test Credits: 8.00

Total Transfer Credits: 24.00

----- Beginning of Undergraduate Record -----

2014 Fall

Plan: Secondary Education - English Major

Plan: Honors Program Course of Study

Course	Description	Attempted	Earned	Grade	Points
BIO 110N	Introductory Biology	4.00	4.00	A	16.000
Course Topic: Microbiology and Human Health					
ENG 181	Literary Analysis & Interp	4.00	4.00	A	16.000
FYS 100	First Year Seminar	4.00	4.00	A	16.000
Course Topic: Zombies: Haiti to Hollywood					
PHE 10	Health & Fitness Activity	0.00	0.00	P	0.000
Course Topic: Water Exercise					
PSY 225S	Child & Adolescent Devel	4.00	4.00	A	16.000

Term GPA: 4.000 GPA Hours: 16.00 Term Totals: 16.00 16.00 64.000

Dean's List - High Honors

2015 Spring

Plan: Secondary Education - English Major

Plan: Honors Program Course of Study

Course	Description	Attempted	Earned	Grade	Points
ART 115A	Drawing I	4.00	4.00	A-	14.680
EDU 101	Intro to Middle/Secondary Educ	2.00	2.00	A	8.000
ENG 250H	Shakespeare	4.00	4.00	A	16.000
MAT 120M	Introductory Statistics	4.00	4.00	C	8.000
SED 101	Intro Ed Div Lnrs Mid/Sec	2.00	2.00	A	8.000

Term GPA: 3.418 GPA Hours: 16.00 Term Totals: 16.00 16.00 54.680

2015 Fall

Plan: Secondary Education - English Major

Plan: English Double Major

Plan: Special Education Minor

Course	Description	Attempted	Earned	Grade	Points
EDU 221	Sec Methods & Practicum Block	12.00	12.00	A	48.000
ENG 230	Writing/Teaching of Writing	4.00	0.00	W	0.000

Term GPA: 4.000 GPA Hours: 12.00 Term Totals: 16.00 12.00 48.000

Dean's List - High Honors

2016 Spring

Plan: Secondary Education - English Major

Plan: English Double Major

Plan: Special Education Minor

Course	Description	Attempted	Earned	Grade	Points
EDU 301	Texts and Teaching	4.00	4.00	A	16.000
ENG 300	Critical Concepts	4.00	4.00	A-	14.680
PSY 235	Introduction to Counseling	4.00	4.00	A	16.000
SPA 201H	Intermediate Spanish	4.00	4.00	A-	14.680

Term GPA: 3.835 GPA Hours: 16.00 Term Totals: 16.00 16.00 61.360

Dean's List - High Honors

2016 Summer

Plan: Secondary Education - English Major

Plan: English Double Major

Plan: Special Education Minor

Course	Description	Attempted	Earned	Grade	Points
PSY 202S	Psychology in Cinema	4.00	4.00	A	16.000

Term GPA: 4.000 GPA Hours: 4.00 Term Totals: 4.00 4.00 16.000

Unofficial Transcript

Page 2 of 2

University of Maine at Farmington

Print Date: 04/19/2017

Name : Elizabeth Foley

Student ID: 0885653

Birthdate : 1996-11-30

2016 Fall

Plan: Secondary Education - English Major

Plan: English Double Major

Plan: Special Education Minor

Course	Description	Attempted	Earned	Grade	Points
EDU 330	Young Adult Literature	4.00	4.00	A	16.000
ENG 230	Writing/Teaching of Writing	4.00	4.00	A-	14.680
ENG 277H	Topics in English	4.00	4.00	A-	14.680
ENG 344	Course Topic: African American Lit and Music 18Th-Cent English Literature	4.00	4.00	A	16.000

Term GPA: 3.835 GPA Hours: 16.00 Term Totals: 16.00 16.00 61.360

Dean's List - High Honors

2017 Spring

Plan: Secondary Education - English Major

Plan: English Double Major

Plan: Special Education Minor

Course	Description	Attempted	Earned	Grade	Points
EDU 402	Philosophy/History/Culture Edu	4.00	0.00		0.000
ENG 346	Victorian Literature	4.00	0.00		0.000
ENG 477	Course Topic: Co-lab: Stories:Episode II Seminar Topics in English	4.00	0.00		0.000
PSY 209	Course Topic: The Self-Conscious Novel Abnormal Psychology	4.00	0.00		0.000

Term GPA: 0.000 GPA Hours: 0.00 Term Totals: 16.00 0.00 0.000

2017 Fall

Plan: Secondary Education - English Major

Plan: English Double Major

Plan: Special Education Minor

Course	Description	Attempted	Earned	Grade	Points
EDU 363	Tch English Mid/Sec Schools	4.00	0.00		0.000
ENG 121H	Introduction to Linguistics	4.00	0.00		0.000
ENG 449	20Th-Century British Lit	4.00	0.00		0.000
SED 361	Tch St W Dis/At-Risk Sec Gn Cl	4.00	0.00		0.000

Term GPA: 0.000 GPA Hours: 0.00 Term Totals: 16.00 0.00 0.000

Undergraduate Career Totals

	Attempted	Earned	Points
Cum GPA: 3.818 GPA Hours: 80.00 Cum Totals:	116.00	104.00	305.400

End of Unofficial Transcript

LESSON PLAN FORMAT

Teacher's Name: Ms. Foley **Lesson #:** 3 **Facet:** Application

Grade Level: 9-10 **Numbers of Days:** 1 day

Topic: Students will be able to exhibit an understanding of how to manipulate diction and syntax.

PART I:

Objectives

Students will understand that diction and syntax in a poem impact the tone of the poem, and that words have both literal and figurative meanings. Students will know diction, syntax, stanza, couplet, caesura, enjambment, imagery, personification, symbolism. Students will be able to exhibit an understanding of how to manipulate diction and syntax. Students will be able to exhibit an understanding of how to manipulate diction and syntax. Students will either choose a short text or have a text chosen for them randomly by the teacher. They will open this text in a [PDF viewer](#). The students will look for words and short phrases which can be cut from the PDF, and then reorganized together to make a short, meaningful poem that has nothing to do with the topic of their original PDF. Through this exercise, students will demonstrate an understanding of how diction and syntax impact a poem.

Product: Black Out Poetry [PDF](#)

Common Core Standards

Content Area: English

Grade Level: 9-10

Domain: Poetry

Cluster: Craft & Structure

Standard:

4.) Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5.) Analyze the structure of texts, including specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.

Rationale: Students will learn how the author of a poem manipulates words to create a desired effect.

Assessments

Formative (Assessment for Learning)

Students will do a word sort activity in small groups to prep for the black out Poetry project. At each table group, students will be given an assortment of word magnets. The teacher will say something like, "Convey sadness through three words, and sad can't be one of them". Afterwards, the class will engage in a discussion about diction and syntax. There will be self, peer, and teacher assessment using checklists and rubrics. Students will use this feedback to rework their poems and ultimately create a portfolio. Students will receive feedback from their teacher and evaluate their own work as well. Students will use rubrics, checklists, and metacognition to achieve this.

Summative (Assessment of Learning):

TOTAL POSSIBLE POINTS: 25

• **PDF** - Students will be able to choose a PDF file or an article or text. If they would prefer, I will send them a PDF article to use. Their task is to look for words and short phrases which can be cut from the PDF, and then reorganized together to make a short, meaningful poem that has nothing to do with the topic of their original PDF. Through this exercise, students will demonstrate an understanding of how diction and syntax impact a poem **(25 points)**.

Integration

PDF - Students will be able to choose a PDF file or an article or text. If they would prefer, I will send them a PDF article to use. Their task is to look for words and short phrases which can be cut from the PDF, and then reorganized together to make a short, meaningful poem that has nothing to do with the topic of their original PDF. Through this exercise, students will demonstrate an understanding of how diction and syntax impact a poem **(Augmentation)**.

Content Areas: Students can choose to manipulate a PDF from any content area they would like.

Groupings

Section I - Graphic Organizer & Cooperative Learning used during instruction

Students will use senses all around graphic organizers to explore how different words appeal to the audience's senses. Further, students will do a round robin-style word sort activity to prepare themselves for the larger black out poetry PDF activity.

Section II – Groups and Roles for Product

While students will have the opportunity to work collaboratively through other activities, they will be completing their final product individually.

Differentiated Instruction

MI Strategies

Verbal: Students will play with the arrangement of words and how it impacts their meanings.

Visual: Students will create black out poetry.

Musical: Students will do a homework assignment about how changing the syntax in their favorite song would change its meaning.

Interpersonal: Students will share their black out poetry with their classmates.

Kinesthetic: Students will be manipulating words when creating black out poetry.

Naturalist: Students can compare how grasshoppers in nature relate to E.E. Cummings' poem.

Modifications/Accommodations

From IEP's (Individual Education Plan), 504's, ELLIDEP (English Language Learning Instructional Delivery Education Plan) I will review student's IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.

Plan for accommodating absent students:

Absent students will find any assignments from class on my website. Absent students will find any assignments from class on my website. Students will be able to find a PDF of a poem online, print it out, and create black out poetry on their own. Students can send me a picture of their finished work and write a short paragraph reflecting upon what they did. Students can send me the finished assignment through email.

Extensions

Technology (SAMR):

PDF -Students will be able to choose a PDF file or an article or text. If they would prefer, I will send them a PDF article to use. Their task is to look for words and short phrases which can be cut from the PDF, and then reorganized together to make a short, meaningful poem that has nothing to do with the topic of their original PDF. Through this exercise, students will demonstrate an understanding of how diction and syntax impact a poem (**Augmentation**).

Content Areas: Students can choose to manipulate a PDF from any content area they would like.

Gifted Students:

Gifted students will write an essay where they closely examine how diction and syntax serve to underscore the meaning of their black out poetry piece.

Materials, Resources and Technology

- Rubrics & Checklists
- A PDF viewer
- A laptop or computer
- Projector
- Dongle
- Sample(s)
- PDFs for students to choose from

Source for Lesson Plan and Research

- Here are two tutorials about how to create black out poetry. **URL 1:** https://www.youtube.com/watch?v=Tyw55AmE_Fs **URL 2:** <https://www.youtube.com/watch?v=esFPpHu42LY>
- Here is a video about what poetry is, why people write it, and why it's meaningful. **URL 3:** <https://www.youtube.com/watch?v=z0BUYzMyp8>
- Here's a link that explains what syntax is. **URL 4:** <https://sites.google.com/a/sheffield.ac.uk/all-about-linguistics/branches/syntax/what-is-syntax>
- Here's a link that explains what imagery is. **URL 5:** <http://literary-devices.com/content/imagery>
- Here's a link that has some great examples of imagery. **URL 6:** http://www.softschools.com/examples/grammar/imagery_examples/141/
- Here's a link that explains what diction is. **URL 7:** <http://www.literarydevices.com/diction/>
- Here's a link to some six-word stories. **URL 8:** http://www.huffingtonpost.com/2014/05/16/six-word-story_n_5332833.html
- Here's the link to E.E. Cummings' "r-p-o-p-h-e-s-s-g-r" [poem](#) (**URL 9**).

Handouts

Students will not receive any handouts to accompany this lesson.

PART II:

Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan) *Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO's. (3-5 pages)*

Classroom Arrangement

My classroom will be set up into squares that are each comprised of four desks. My desk will be in the

front of the room, adjacent to the board. In this way, students will be encouraged to work collaboratively and will not have to be split up into groups for in-class projects.

Agenda (Include days and times)

*Each class period is 80 minutes

DAY 1

- Introduction to black out poetry (10 Minutes)
- Word sort activity (10 minutes)
- Discussion about diction, syntax, and imagery (15 minutes)
- Black out poetry (40 minutes)
- Wrap up + Homework Assignment (10 minutes)

Teacher Content Notes

Students will know diction, syntax, stanza, couplet, caesura, enjambment, imagery, personification, symbolism. You can find a complete list of all of these terms [here](#).

Substitute/Colleague Notes

This lesson is about teaching students to apply what they're learning about diction and syntax to their own writing.

The first steps are to make sure that the students have a solid grasp of [diction](#), [syntax](#), and [imagery](#), and how they work together to further the meaning of a poem.

From there, you can introduce them to E.E. Cummings' [poem](#) "r-p-o-p-h-e-s-s-g-r". Students should read the poem by themselves, and then discuss what they think the poem means in their small table groups. From there, you can move on to either the word sort activity or [six-word stories](#), which you can use to get students thinking about the meaning of words and how they are arranged.

If you still have time, you can show either [one](#) or [two](#) of these videos which illustrate the black out poetry process. If applicable, complete instructions for this assignment will be located on my website.

Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale

Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Learning Styles

Clipboard:

Students will be able to choose a PDF which has a lot of facts or statistics and examine how these things can be used to create art. Students can organize their project in any way that they wish.

Microscope:

Students will examine how diction, syntax, and imagery allow poets to convey feelings and ideas.

Puppy:

Students will be able to craft poetry within a safe, collaborative environment. Students will provide positive, constructive feedback about each others' work. Students will seek to understand lifestyles and experiences which may be drastically different from their own with respect.

Beach Ball:

Students can exercise creativity through the black out poems they craft.

Rationale:

Educators must consider a wide variety of variables when attempting to reach a class of diverse learners. In this way, it's best to offer students a myriad of opportunities to learn and display skills and content knowledge. Through these activities, students will remain engaged and develop strengths in many areas, making them more well-rounded.

Standard 6 - Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Formative:

Students will do a word sort activity in small groups to prep for the black out Poetry project. At each table group, students will be given an assortment of word magnets. The teacher will say something like, "Convey sadness through three words, and sad can't be one of them". Afterwards, the class will engage in a discussion about diction and syntax. There will be self, peer, and teacher assessment using checklists and rubrics. Students will use this feedback to rework their poems and ultimately create a portfolio. Students will receive feedback from their teacher and evaluate their own work as well. Students will use rubrics, checklists, and metacognition to achieve this.

Summative:

Students will be able to choose a PDF file or an article or text. If they would prefer, I will send them a PDF article to use. Their task is to look for words and short phrases which can be cut from the PDF, and then reorganized together to make a short, meaningful poem that has nothing to do with the topic of their original PDF. Through this exercise, students will demonstrate an understanding of how diction and syntax impact a poem

Rationale:

Using a PDF viewer enables a paperless classroom where students can easily undo their mistakes. Further, using the internet to find a PDF gives students lots of options in terms of what kind of topic they'd like to look at.

Standard 7 - Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Content Knowledge: (See Content Notes)

Common Core Standards

Content Area: English

Grade Level: 9-10

Domain: Poetry

Cluster: Craft & Structure

Standard:

4.) Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5.) Analyze the structure of texts, including specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.

Facet: Application

Standard 8 - Instructional Strategies. *The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

MI Strategies:

Verbal: Students will play with the arrangement of words and how it impacts their meanings.

Visual: Students will create black out poetry.

Musical: Students will do a homework assignment about how changing the syntax in their favorite song would change its meaning.

Interpersonal: Students will share their black out poetry with their classmates.

Kinesthetic: Students will be manipulating words when creating black out poetry.

Naturalist: Students can compare how grasshoppers in nature relate to E.E. Cummings' poem.

SAMR:

PDF -Students will be able to choose a PDF file or an article or text. If they would prefer, I will send them a PDF article to use. Their task is to look for words and short phrases which can be cut from the PDF, and then reorganized together to make a short, meaningful poem that has nothing to do with the topic of their original PDF. Through this exercise, students will demonstrate an understanding of how diction and syntax impact a poem (**Augmentation**).

Rationale: Using a PDF viewer enables a paperless classroom where students can easily undo their mistakes. Further, using the internet to find a PDF gives students lots of options in terms of what kind of topic they'd like to look at.

NETS STANDARDS FOR TEACHERS

1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

a. Promote, support, and model creative and innovative thinking and inventiveness

b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources

c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes

d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

Rationale: 1D. Students will be able to share their black out poetry with the class and include what their creative process was like.

2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.

a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress

c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources

d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

Rationale: 2C. Students who have a variety of interests and abilities will be able to complete this project due to its flexible, creative, and customizable nature.

RSU 14 – Windham High School
406 Gray Road
Windham, Maine 04062
207.892.1810

APPLICATION FOR TEACHING POSITION

MAINE SCHOOL ADMINISTRATIVE DISTRICT NO. 6 DOES NOT DISCRIMINATE IN THE OPERATION OF ITS EDUCATIONAL AND EMPLOYMENT POLICIES AND WILL HONOR ALL APPROPRIATE LAWS RELATIVE TO DISCRIMINATION.

Date: April 23rd, 2017 Position(s) applying for: (Grade level, subject, other)
Name: Elizabeth Foley High School English
Social Security No.: 021 – 80 – 9190 teacher
When will you be available? August 2018
Permanent Address: 79B Suomi Road Phone: (781)-980-2099
Quincy, MA 02169
Temporary Address: 164 Prescott Street Phone: Same as above
apartment #4 Farmington, ME 04938

EDUCATION

Transcripts, including grades, from all college/university attended MUST be provided.
It is essential that this section be completed accurately.

College/University Attended	Degree Awarded (If Any)	Number of Years Attended	Grade Point Average
<u>University of Maine at Farmington</u>	<u>B.S. in Secondary Education, B.A. in English, minor in Psychology</u>	<u>3</u>	<u>3.8</u>

Number of semester hours in:		<u>128 credits</u>	<u>Major (Subject: Secondary Education)</u>
<u>72 credits</u>	Reading	<u>44 credits</u>	<u>Major (Subject: English)</u>
<u>4 credits</u>	Math	<u>20 credits</u>	<u>Minor (Subject: Psychology)</u>
<u>8 credits</u>	Special Ed		

CERTIFICATION

List certification(s) you hold and provide copies of certification.

Type	State	Date Issued	Date of Expiration

If you do not hold a Maine Certificate, for what type of Maine certificate are you applying and eligible? I am applying for a Maine teaching certificate to teach grades 7-12 in May of 2018.

NOTE: Candidates who do not hold Maine certification should direct an inquiry to the Maine Department of Education

EXPERIENCE

A resume **MUST** be provided. In addition to educational background and work experience, include extracurricular activities in which you have been involved. Please list below positions held, employer, and dates of employment for the past ten years. Please account for any gaps in employment on a separate page.

From (Month/Year)	To (Month/Year)	Position	Employer
September 2016	December 2016	Enrichment Facilitator	Franklin County ^{Children's} Task Force
May 2016	August 2016	Park Manager	Dedham Health & Athletic
June 2015	August 2015	Camp Counselor	The Ultimate Day Camp
June 2014	August 2014	Camp Counselor	The Ultimate Day Camp
June 2013	August 2013	Green Ambassador	Boston Harbor Islands

Number of years of teaching experience 0. On a separate sheet, please describe a specific class or class activity you planned and actually conducted which illustrates your philosophy of teaching and is the best example of your teaching skill. What evidence showed you that this class or activity was successful in terms of student motivation and achievement?

BACKGROUND

Were you ever known by any other name?
If yes, please list:

Yes ☐ No ☒

Have you ever been disciplined, discharged, or asked to resign from a prior position?

Yes ☐ No ☒

Have you ever resigned from a prior position after a complaint had been received against you or your conduct was under investigation or review?

Yes ☐ No ☒

Has your contract in a prior position ever been non-renewed?

Yes ☐ No ☒

Have you ever not been nominated for reemployment in a prior position or ever had your nomination for reemployment not be approved?

Yes ☐ No ☒

Have you ever been charged with or investigated for sexual abuse or harassment of another person?

Yes ☐ No ☒

Have you ever been convicted of a crime (other than a minor traffic offense)?

Yes ☐ No ☒

Have you ever entered a plea of guilty or "no contest" (nolo contendere) to any crime (other than a minor traffic offense)?

Yes ☐ No ☒

Have you ever had a professional license or certificate suspended or revoked in any state, or have you ever voluntarily surrendered, temporarily or permanently, a professional license or certificate in any state?

Yes ☐ No ☒

Has any court ever deferred, filed or dismissed proceedings without a finding of guilty and required that you pay a fine, penalty, or court costs and/or imposed a requirement as to your behavior or conduct for a period of time in connection with any crime (other than a minor traffic offense)?

Yes ☐ No ☒

If you have answered YES to any of the previous questions, provide full details on an additional sheet including, with respect to court actions, the date, offense in question, and the address of the court involved. Conviction or other disposition of a crime is not necessarily an automatic bar to employment.

REFERENCES

List three, two of whom are most recent supervisors, who can comment on your ability and whom we may contact. In addition, please provide three current letters of reference from persons who are not related to you (may be from references listed below).

Name	Position	Address	Phone
Elizabeth Yeaton-Evans	Practicum field supervisor	186 High Street Farmington, ME 04938	(207)-778-7375
Daniel Ryder	Practicum supervisor/mentor teacher	129 Seamon Road Farmington, ME 04938	(207)-778-3561
My student teaching supervisor	Student teaching supervisor	186 High Street Farmington, ME 04938	(123)-456-7890

My signature below constitutes authorization to check my employment history, including without limitation, criminal arrest and conviction record checks, reference checks, and release of investigatory information possessed by any state, local, or federal agency. I further authorize those persons, agencies, or entities that MSAD #6 contacts in connection with my employment application to fully provide MSAD #6 any information on the matters set forth above. I expressly waive in connection with any request for or provision of such information, any claims, including without limitation, defamation, emotional distress, invasion of privacy, or interference with contractual relations that I might otherwise have against MSAD #6, its agents, and officials or against any provider of such information.

I understand that information submitted in and with this application may be disclosed to a screening and/or interviewing committee, which may include board members, administrators, other staff, and members of the community. I give my consent to this disclosure.

Elizabeth Foley
Signature

April 23rd, 2017
Date

APPLICATION FOR TEACHING POSITION CHECKLIST

The completed employment application cannot be evaluated unless all of the following materials have been provided:

- ☒ Application form fully completed
- ☒ Copies of Transcript(s)
- ☒ Copy of Maine Certification(s)
- ☒ Resume
- ☒ Gaps in employment during the past ten years explained

- ☒ Illustration of your philosophy of teaching
- ☒ YES to any of the questions in the
- ☒ Background Section explained
- ☒ Three current letters of reference
- ☒ Application signed

NOTE

ALL APPLICATION MATERIALS BECOME THE PROPERTY OF MSAD #6. NONE WILL BE RETURNED. PROVIDING ANY FALSE OR MISLEADING INFORMATION ON THIS APPLICATION OR IN THE APPLICATION OR EMPLOYMENT SCREENING PROCESS SHALL BE FULLY SUFFICIENT GROUNDS TO REFUSE TO EMPLOY THE APPLICANT OR, IF THE APPLICANT HAS BEEN EMPLOYED, TO IMMEDIATELY DISMISS THE APPLICANT/EMPLOYEE.

TEACHING PHILOSOPHY

I believe that all students have the right to an education. I believe that it is a teacher's responsibility to genuinely get to know each one of their students, help them to discover their strengths and passions, and give them the support they need to grow emotionally, socially, and academically.

As a teacher, I really value getting to know every student in my classroom. I want to create a curriculum that is flexible and that can be tailored to students' interests and abilities. Furthermore, I want to teach students how to apply what they will be learning in my class in their daily lives. To me, teaching English is about having students read, and in turn discover what they truly value as well as what they're passionate about. Teaching English is also about giving students a voice. To teach is to empower students.

I believe in learning that is experiential, flexible, relevant to students, and project-based. I believe in challenging students constantly, but never forgetting to praise them for their victories. I want to create a responsive curriculum that is shaped by my students. I want to give them choices on how they would like to display their learning and have them reflect on their learning process. My classes will often consist of discussions and group activities to promote the sharing of ideas. I want to teach students how to truly listen to the ideas of another person and how to communicate their own thoughts effectively.

I think that students should be given formative assessments often so that I can tailor my lesson to best fit their needs. These formative assessments won't penalize students for making mistakes, because making mistakes is an essential part of the learning process.

I want to foster a sense of intrinsic motivation in my students by ensuring that their needs are met. I am more than willing to provide students with clothes, food, hygiene items, school supplies—whatever they need to succeed. Once these needs are met, students will feel safe and cared for in my classroom, which will give them the confidence to do their best work. I want to connect with each of my students and provide them with the skills, knowledge, and support they need to succeed wherever their lives may take them. I want my classroom to be a safe, welcoming space for all students.